

Unit 5 Review Name: _____

Dear Family:

The concept in Unit 5 of Foundations® is one that your child should grasp quickly.

The sounds of the letters **m** and **n** come through the nose and because of this, the short vowel sound of **a** is somewhat distorted. Therefore, I teach the children that **/am/** as in **ham** and **/an/** as in **fan** are **glued** together because it is difficult to separate the **a** from the **m** or **n**.

The word **ham** will be tapped this way: **/h/** touching index finger to thumb; then the **/am/** touching middle finger and ring finger (glued together) to the thumb.

Make sure your child knows the letters, keyword, and sound for **am** and **an**.

Say the letters **a - m**, then the keyword **ham**, then the sound **/am/**.

Say the letters **a - n**, then the keyword **fan**, then the sound **/an/**.

The **all** sound from Unit 4 is also “glued” together. Be sure to keep the pictures for these sounds with all of the other Keyword Pictures.

Sincerely,



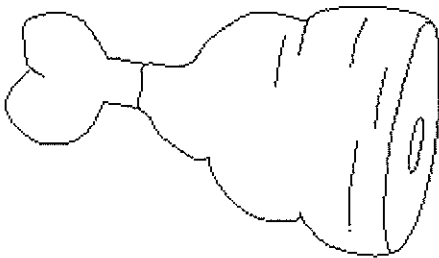
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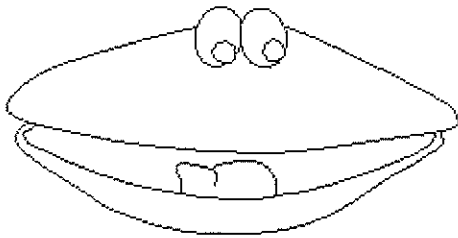
_____am



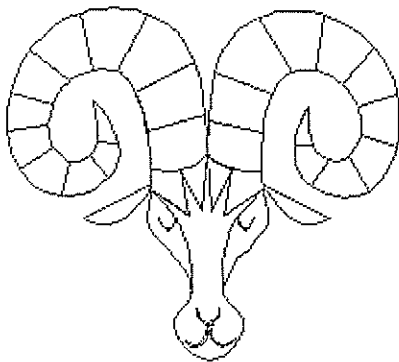
_____am



_____am



_____am



_____am

Use the letters below to fill in the blanks for the "am" word family.

cl

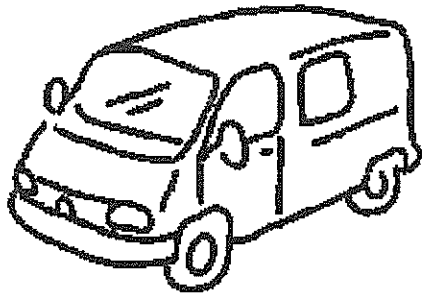
h

r

sw

y

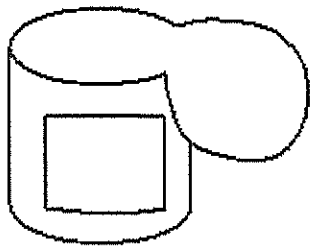
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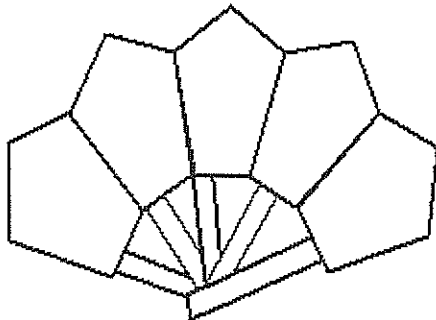
___ an



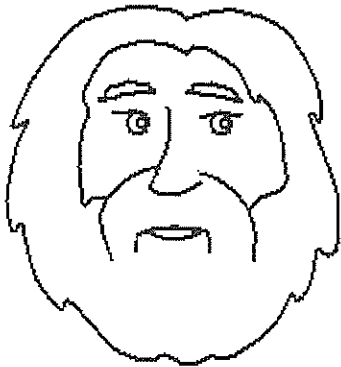
___ an



___ an



___ an



___ an

Use the letters below to fill in the blanks for the "an" word family.

c

f

m

p

v

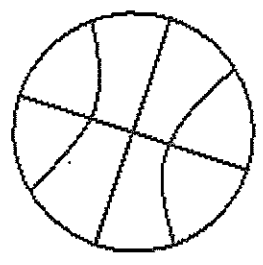
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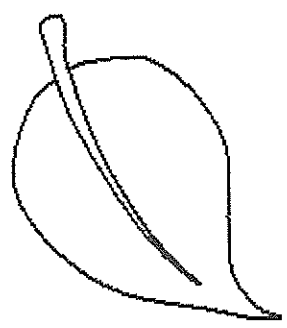
___all



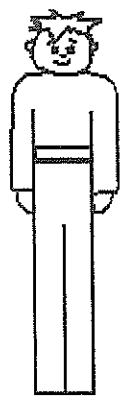
___all



___all



___all



___all

Use the letters below to fill in the blanks for the "all" word family.

b

c

f

sm

t

Spelling List – Wilson Unit 5 Week 1

1. do
2. jam
3. can
4. have
5. man
6. does
7. Sam
8. from
9. bam
10. than

Sentence: 1. Is this from Dan?

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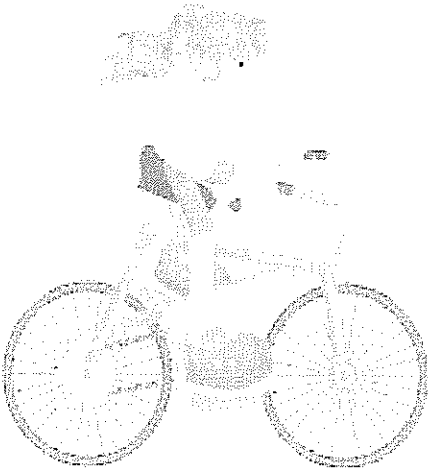
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Grade 1 Reading Comprehension Worksheet

Read the passage. Then answer each question.

THE NEW BICYCLE



Emma has a new bicycle. It is bright pink and shiny.

It was a gift from her uncle. He hid it behind a bush to surprise her.

When Emma looked behind the bush and saw the bicycle, she jumped for joy. It was just what she wanted. She gave her uncle a big hug.

She loves her new bicycle, and she loves her uncle.

Answer the Questions:

1. What color is the bicycle? _____
2. Who was it a gift from? _____
3. Where was it hidden? _____
4. What did Emma do when she saw the bicycle? _____



MATH NEWS



LAFAYETTE
PARISH SCHOOL SYSTEM

Grade 1, Module 2, Topic B

Fall 2014

1st Grade Math

Module 2: Introduction to Place Value Through Addition and Subtraction Within 20

Math Parent Letter

This document is created to give parents and students a better understanding of the math concepts found in Eureka Math (© 2013 Common Core, Inc.) that is also posted as the Engage New York material which is taught in the classroom. Module 2 of Eureka Math (Engage New York) covers the introduction to place value through addition and subtraction within 20. This newsletter will discuss Module 2, Topic B.

Topic B: Counting On or Taking From Ten to Solve Result Unknown and Total Unknown Problems.

In this topic, students will begin solving word problems by using manipulatives. Then they will progress to using 5-group drawings, and finally solve by using number bonds.

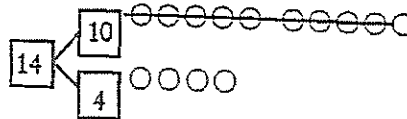
Objective of Topic B

- 1 Solve word problems with subtraction of 9 from 10.
- 2 Model subtraction of 9 from teen numbers.
- 3 Relate counting on to making ten and taking from ten.
- 4 Model subtraction of 8 from teen numbers.
- 5 Compare efficiency of counting on and taking from ten.
- 6 Subtract 7, 8, and 9 from teen numbers.
- 7 Share and critique peer solution strategies for take from with result unknown and take apart with addend unknown word problems from the teens.

Focus Area- Topic B

Counting On or Taking From Ten to Solve Result Unknown and Total Unknown Problems.

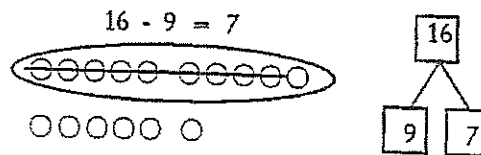
There are 14 stickers on the desk. 10 stickers are of princesses. 4 stickers are of super heroes. A child took 9 of the princess stickers. How many stickers are left on the desk?



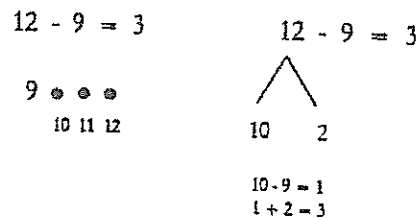
$$14 - 9 = 5$$

There are 5 stickers left on the desk.

First, make a simple math drawing. Then, cross out from the 10 or the other part in order to show what happens in the stories.



First, make a simple math drawing and circle ten. Then solve and make a number bond to go with the subtraction sentence.



Students will solve by counting on and by using the take from ten strategy.

To count on, start at the smaller number, and then count on to the larger number.

To take from ten, break apart the whole into a 10 and ones. Then, take 9 away from the 10 to get 1. Add the 1 that is left over from the 10 to the 2 from the 12 to get 3.



Complete the addition sentences to make them true.

a.

5. $9 + 2 = \underline{\quad}$

6. $9 + 5 = \underline{\quad}$

7. $6 + 9 = \underline{\quad}$

8. $7 + 9 = \underline{\quad}$

9. $9 + \underline{\quad} = 17$

10. $\underline{\quad} + 9 = 15$

b.

$8 + 4 = \underline{\quad}$

$8 + 3 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$5 + 8 = \underline{\quad}$

$8 + \underline{\quad} = 16$

$\underline{\quad} + 8 = 15$

c.

$7 + 5 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$4 + 7 = \underline{\quad}$

$7 + 7 = \underline{\quad}$

$7 + \underline{\quad} = 16$

$\underline{\quad} + 7 = 17$



Name _____

Date _____

Solve. Use number bonds or 5-group drawings if needed. Write the equal ten-plus number sentence.

1. $4 + 9 = \underline{\quad}$

2. $6 + 8 = \underline{\quad}$

3. $7 + 4 = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

$10 + \underline{\quad} = \underline{\quad}$

4. Match the equal expressions.

a. $9 + 3$

$10 + 1$

b. $5 + 8$

$10 + 4$

c. $9 + 6$

$10 + 2$

d. $8 + 9$

$10 + 5$

e. $4 + 7$

$10 + 7$

f. $6 + 8$

$10 + 3$